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Ontario

Resource Manual for Industry Committees

Ministry of Training,
Colleges and Universities

February 2000

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Introduction

Welcome, Industry Committee member!

Industry committees were established to provide advice and direction to the Minister of Training, Colleges and Universities. As experts in your trade, you represent a cross-section of practitioners from across the province – employers and employees, different types of businesses, organized and non-union labour, and trade associations.

Your knowledge and experience are invaluable to the ministry as it works to create and maintain a system of apprenticeship training that is of the highest quality.

This resource manual has been developed to provide you with information about the roles and responsibilities of the ministry and of industry committees, as well as the processes, documents, and assessment tools you will encounter in the course of your work. A wide range of reference material, including copies of the legislation and regulations governing apprenticeship, as well as a list of acronyms and a glossary of terms, is contained in the appendices.

The manual will be updated periodically and enriched with additional material. We welcome your suggestions for improving the manual.

1. Roles and Responsibilities of the Ministry of Training, Colleges and Universities

1.1 MINISTRY

In addition to overseeing Ontario's college and university systems, the Ministry of Training, Colleges and Universities is responsible for:

- developing policy on adult education and labour market training;
- managing provincial relations with the federal government concerning training programs;
- setting standards for occupational training, particularly for trades under the Apprenticeship and Certification Act and the Trades Qualification and Apprenticeship Act;
- managing provincial programs to support workplace training and workplace preparation, including apprenticeship, career and employment preparation, and adult literacy and basic skills;
- undertaking labour market research and planning.

1.2 TRAINING DIVISION

Training is key to Ontario's ability to compete in a global economy. Employers constantly require new and higher levels of skills in the workplace because of continuing technological change.

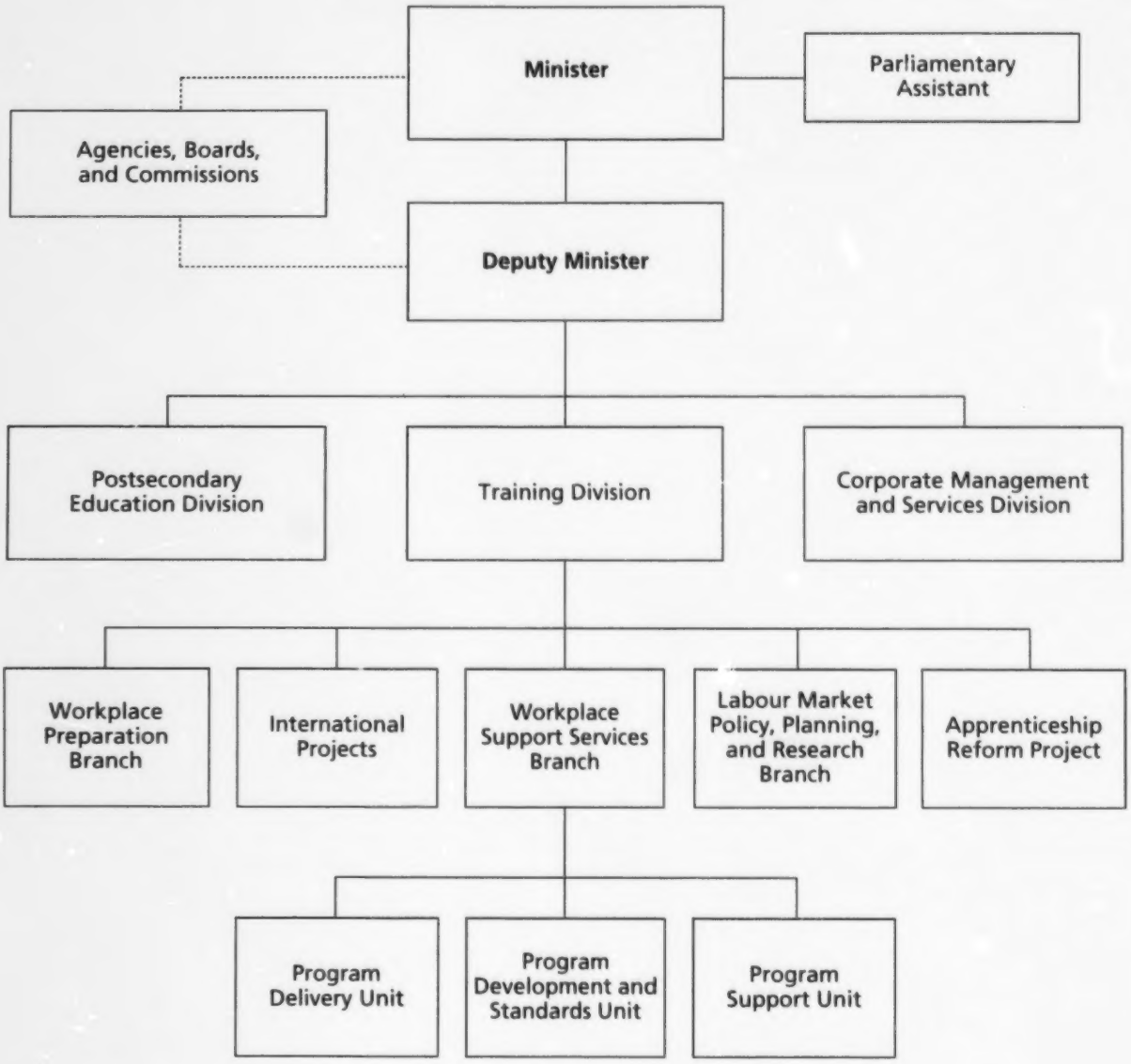
To help Ontario meet these challenges, the Training Division offers programs and services for both employers and employees. The division:

- provides support for apprenticeship programs that develop the skilled workers needed in key areas of the economy;
- assists in the development of curriculum and standards for workplace training under the Sector Initiatives Fund;
- provides advice to communities and organizations during plant closures and downsizing through the Adjustment Advisory Program;
- provides up-to-date information and research on the labour market and on skills that will be needed in the future – information that is valuable to people making career choices and planning future training.

The division also supports programs that help people make the transition from unemployment to employment and from education and training to the labour force. These programs:

- prepare people for careers and employment;
- offer training in literacy and basic skills;

Ministry of Training, Colleges and Universities Organization Chart



- create summer employment opportunities;
- provide assessment, information, and referrals through the Training Hotline, a centralized access point for Ontario's training and employment initiatives.

Local training boards are being set up to direct the planning and delivery of federal and provincial training programs so that job and skills training will be more accessible, effective, and responsive to local needs.

1.3 WORKPLACE SUPPORT SERVICES BRANCH

The Workplace Support Services Branch (WSSB) works to ensure that:

- appropriate legislation and programs are in place to support the apprenticeship system;
- partners and stakeholders are active participants in making change and accepting responsibility for the apprenticeship system;
- government, industry, and training delivery partnerships are actively involved in ensuring that the skills training system provides the skilled workers that industry needs;
- the Ontario apprenticeship system is recognized for the quality of its training standards and programs and the calibre of the skilled workers it produces;
- the apprenticeship system is integrated into the education and training system.

1.4 DIRECTOR OF APPRENTICESHIP

The Director of Apprenticeship and head of the WSSB is appointed by the Minister to oversee the apprenticeship system. Section 4 of the Apprenticeship and Certification Act sets out the functions of the Director as follows:

4. (2) The functions of the Director are:

1. To approve apprenticeship programs for trades, other occupations and skill sets, including curricula, training standards, examinations and the persons and institutions that will provide training.
2. To approve other forms of training for trades, other occupations, and skill sets.
3. To issue guidelines for the purposes of this Act.
4. To work with other governments in Canada to promote the interprovincial standards program for apprenticeship and the qualifications required for trades, other occupations and skill sets.
5. To advise the Minister with respect to apprenticeship programs and the qualifications required for trades, other occupations and skill sets.
6. To exercise and perform such other powers and duties as are provided for in this Act or prescribed by the regulations.

(3) If a committee established under section 5 [an industry committee] makes recommendations to the Minister relating to an apprenticeship program, the Director shall consider the recommendations before approving the apprenticeship program under paragraph 1 of subsection (2).

(4) The Director may collect personal information in accordance with the *Freedom of Information and Protection of Privacy Act* for the purposes of this Act.

(5) The Director may in writing authorize any person or class of persons employed in the public service of Ontario to exercise any power or perform any duty of the Director, subject to any conditions or restrictions set out in the authorization.

Under section 5(3) of the Apprenticeship and Certification Act and section 12 of Ontario Regulation 573/99 made under the act, the Director of Apprenticeship is a member of each industry committee and acts as secretary, but may not vote. The director has delegated this role to the program coordinators (see section 1.6).

1.5 PROGRAM DEVELOPMENT AND STANDARDS UNIT

An integral part of the WSSB, the Program Development and Standards Unit (PDSU) develops provincial standards for skills training, assessment, accreditation, and certification under the following legislation: Apprenticeship and Certification Act, Trades Qualification and Apprenticeship Act, Ontario Health and Safety Act, and Private Vocational Schools Act.

PDSU establishes consultative committees made up of labour market partners to promote an equal partnership in the development of training standards and evaluation systems that respond to the needs of Ontario employers and help them compete in local and international markets.

In addition, PDSU:

- establishes and maintains an advisory network for skills training;
- designs, develops, amends, and implements regulations under the Apprenticeship and Certification Act and the Trades Qualification and Apprenticeship Act;
- provides input and assists other ministries in drafting legislation pertaining to training;
- provides consultative services to clients by:
  - interpreting trade legislation;
  - providing information on ministry initiatives, programs, and standards;
  - researching issues of concern and interest to committees;
  - preparing minutes of industry committee meetings.

1.6 PROGRAM COORDINATORS

Program coordinators are the link between the ministry and industry committees. Program coordinators act as both a resource to their committee and as its secretary, although they have no voting rights. As the liaison between the committee and the ministry, they may, with permission from the chair of the committee, invite other resource people or observers to attend meetings. They work to ensure that committee members are on the mailing list for bulletins, newsletters, and other documents of interest to the committee. They also keep the ministry apprised of the committee's activities and concerns.

Other duties performed by program coordinators include:

- assisting with the development of training materials;
- working with colleges to develop curriculum standards;
- acting as a resource to other provinces with respect to training and trade issues;
- helping industry identify and establish new apprenticeship programs for skilled trades and occupations;
- creating trade profiles;
- undertaking occupational analyses.

2. Roles and Responsibilities of Industry Committees

Section 5 of the Apprenticeship and Certification Act sets out the functions of industry committees as follows:

1. To advise the Minister with respect to apprenticeship programs and the qualifications required for trades, other occupations and skill sets.
2. To develop and revise apprenticeship programs and to recommend them to the Minister, including curricula, training standards, examinations and the persons and institutions that will provide training.
3. To promote high standards in the delivery of apprenticeship programs.
4. To promote apprenticeship as a method of acquiring skills for trades and other occupations.
5. To consider recommendations from employers in the trade, other occupation or group of trades or other occupations and from apprentices and other persons who work in the trade, other occupation or group of trades or other occupations.
6. To perform such other functions as may be assigned by the Minister or Director.

3. Industry Committee Processes

3.1 REACHING AGREEMENT

Whenever possible, industry committees should use the priinciples of consensus to administer meetings. Consensus is defined as a state of mutual agreement among members of a group where all legitimate concerns of individuals have been addressed to the satisfaction of the group. Consensus building practices can be used even where the final decision is made by vote.

Consensus is the preferred process for reaching agreement because it:

- fosters a capacity among committee members for cooperation, collaboration, and co-ownership;
- encourages committee members to become involved in, accept, and make a commitment to committee decisions;
- gives committee members the confidence to accept the implications of changes they recommend.

Some committee members may be more familiar with parliamentary procedure as outlined in *Robert's Rules of Order*. The two systems are compared below.

Robert's Rules of Order	Consensus
A chairperson presides.	A chairperson presides.
A single motion can constrain the discussion.	**Ideas, information, and concerns are aired until a group idea or solution emerges.**
Discussion takes the form of a win-lose debate.	Discussion involves active listening and the sharing of information.
Few constraints are placed on the order of speakers or the number of times they speak.	**The group ensures that each speaker is fully heard. Experience will dictate a limit on the number of times speakers are heard.**
Because individuals propose motions, ideas are considered the property of the proposer.	Names of those who make suggestions are not recorded, and ideas and solutions are considered to belong to the group.
Differences are resolved by a vote on the motion.	**Differences are resolved by discussion. The chair identifies areas of agreement and articulates areas of disagreement to push the discussion deeper.**

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Robert's Rules of Order	Consensus
The chair calls for a vote.	The chair articulates the sense of the discussion (the consensus), ensures there are no additional concerns, and proposes a "minute" of the decision.
The vote determines "winners" and "losers" and the decision belongs to the winners.	**The group takes responsibility for the decision, and the decision belongs to the group.**
If a vote is tied, the chair's vote can determine the decision.	If the group cannot reach consensus, it will be obvious if someone is acting from selfish interests or from principle, and the group can respond accordingly.
Dissenters' perspectives are suppressed by the majority vote.	**Dissenters' perspectives are embraced, and attempts are made to incorporate them into the consensus.**

The ability to reach consensus will be fostered if each member of the committee:

- strives to create unity;
- values diversity;
- includes everyone in discussions;
- welcomes imagination, creativity, and innovation;
- seeks a "third way";
- recognizes the value of learning;
- listens with empathy;
- is unafraid of compromise.

3.2 SUBMITTING ANNUAL REPORTS TO THE MINISTRY

The Ministry of Training, Colleges and Universities requests that each industry committee submit an annual report by June 30 of each year, three months after the end of the government's fiscal year.

The report will summarize the industry committee's activities and outline its recommendations and future directions.

A suggested format, consisting of eight sections, follows:

A. Structure

- Who was the chair for the fiscal year covered by the report and who is the chair-elect for the next fiscal year?
- How many voting members sit on the committee?
- How many resource members sit on the committee?

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A. Structure

- Who was the chair for the fiscal year covered by the report and who is the chair-elect for the next fiscal year?
- How many voting members sit on the committee?
- How many resource members sit on the committee?

- What subcommittees were established during the year covered by the report? Describe their composition and mandate.

B. Meetings

- How many meetings were held?
- What agenda items were of primary interest during the past year?
- What guests were invited?

C. Linkages

- What other meetings, forums, trade shows, and so on did industry committee members attend?
- What information and issues were brought to the attention of the committee through these linkages?

D. Trends and Changing Technologies

- What trends or changing technologies are having, or will have, an impact on the skilled occupation or trade sector?
- What action, if any, should be taken by industry? By government?

E. Issues or Concerns

- What problems or issues has this committee attempted to address?
- Have they been resolved? How?

F. Recommendations

- List this committee's recommendations in the year covered by the report and indicate the outcome of each (e.g., date forwarded to the ministry, status or date implemented).

G. Self-Assessment

- Provide a general assessment of the effectiveness of the committee during the year covered by the report. (Asking all committee members to fill out a questionnaire is one means of meeting this requirement.)

H. Plans for Upcoming Year

- Provide a general outline of objectives for the upcoming year (e.g., review content of program and revise standards, follow up specific recommendations made the previous year).

Submit the report to:

Director
Workplace Support Services Branch
Ministry of Training, Colleges and Universities
Training Division
Mowat Block, 17th Floor
900 Bay Street
Toronto ON M7A 1L2

3.3 SUBMITTING RECOMMENDATIONS TO THE MINISTER

3.3.1 Process for Submitting and Reviewing Recommendations

As suggested by subsection 4(3) of the Apprenticeship and Certification Act, industry committees may wish to make recommendations to the Minister on matters within their purview. Recommendations should be submitted in the following form:

In accordance with section 4(3) of the Apprenticeship and Certification Act, 1998, the industry committee for the skilled occupation/sector of _____ provides the following information and makes the following recommendation(s):

Background:

_____

_____

_____

_____

_____

_____

Recommendation(s):
It is recommended that:

_____

_____

_____

_____

_____

_____

_____ _____ _____ _____

Chair Date Co-chair Date

Submit the recommendation to:

Director
Workplace Support Services Branch
Ministry of Training, Colleges and Universities
Training Division
Mowat Block, 17th Floor
900 Bay Street
Toronto ON M7A 1L2

When an industry committee makes a straightforward recommendation (for example, to expand a curriculum to incorporate technical advances), the recommendation may be approved by the Director of Apprenticeship, who would send a memorandum to the Minister to inform her of the decision.

A more complex recommendation (for example, to create a new trade or discontinue an existing one) may require more extensive discussion within the ministry and consultation with a broad range of stakeholders. As a result, implementation of complex recommendations may take a substantial amount of time. The recommendation may also be rejected.

The Minister's office will acknowledge receipt of the committee's recommendations. While the ministry is reviewing a recommendation from an industry committee, the program coordinator for the committee will advise the committee at least once per quarter on what has taken place to that date in the ministry's consideration of the recommendation.

3.3.2 Definitions of and Approval Processes for Regulations and Policies and Guidelines

Before submitting a recommendation, industry committees should understand the differences between regulations and policies and guidelines, and the approval process associated with each.

Regulations

Regulations set out details related to but not covered by the act under which they are written. They can be general or specific. General regulations for apprenticeship and certification pertain to issues that affect all trades. Specific regulations pertain to items of importance to a specific program or trade.

Only matters relating to items specified in the Apprenticeship and Certification Act can be treated in regulations. Provisions of regulations can be enforced by the courts, and failure to comply with them is subject to fines specified in the act.

Section 19(1) of the act specifies that the Lieutenant Governor-in-Council (LGIC) may make regulations:

- designating restricted skill sets;
- defining trades or occupations to include restricted skill sets;
- exempting persons or classes of persons from any provisions of the act;
- authorizing a person or industry organization to perform the duties of the Director of Apprenticeship.

An LGIC regulation is drafted by Legislative Counsel, a branch of the Ministry of the Attorney General responsible for drafting all new legislation and regulations, in consultation with the ministry's legal counsel. The ministry undertakes extensive consultation with all industries affected by the proposed regulation. Following consultation and finalization of the draft, current procedure requires approval of the regulation by the Minister, the Statutory Business Committee of Cabinet, the Red Tape Commission, and Cabinet.

Section 19(2) of the act specifies that the Minister may make regulations:

- prescribing the powers and duties of the Director of Apprenticeship;
- governing industry committees and giving them additional powers and duties;
- governing apprenticeship programs;
- prescribing academic standards for apprentices;
- governing the issuance, expiry, renewal, suspension, or revocation of certificates and letters of permission;
- accepting certificates from other jurisdictions in Canada;
- accepting apprentices from other jurisdictions in Canada;
- providing for any transitional matters related to the Act.

A Minister's regulation is also drafted by Legislative Counsel in consultation with the ministry's legal counsel. The ministry undertakes extensive consultation with all industries affected, just as with an LGIC regulation. Following consultation and finalization of the draft, however, current procedure requires approval of the regulation by the Minister only.

Because the consultation and approval processes for regulations are complex and may be time-consuming, only those items that do not require constant revision or updating should go into regulations.

Policies and Guidelines

Policies and guidelines are operating principles developed and issued by the ministry. The approvals process for policies and guidelines is less complex and time-consuming than that required for regulations. Policies and guidelines can be approved by the Director of Apprenticeship, the Deputy Minister, or the Minister and can be easily revised and updated as needed and as recommended by industry. They can be general to all trades or specific to programs or trades. They are enforced by the Director of Apprenticeship and the Deputy Minister.

3.3.3 Recommendations to Revise a Regulation or Create a New Regulation

If an industry committee wants to recommend a new regulation or a revision to an existing regulation, it should follow the process set out below:

- The committee forms a subcommittee to draft the contents of the regulation or revision. The committee indicates whether the contents are to be related to provisions already contained in the act or general regulations. If the provisions in the proposed regulation are to vary from the provisions in the act or general regulations, the committee specifies what it would like to see instead.

  The industry committee's program coordinator may request advice from the ministry's legal counsel through the manager of standards and assessment in the Program Development and Standards Unit of the ministry.
- The subcommittee submits the draft contents to the industry committee for approval.

- Following its review, the industry committee makes a recommendation to the Minister to proceed with the new or revised regulation.

  The program coordinator develops a briefing note to accompany the recommendation. The briefing note must include any implications that the new or revised regulation will have for the government's finances or human resources (e.g., cost or resource implications associated with enforcement and administration); any issues that may be considered contentious by other trades or within the trade involved; the composition of the industry committee (i.e., areas of the trade represented); any areas of the trade not represented on the committee; and whether the new or revised regulation will improve the mobility of the tradespersons involved.

  The industry committee then forwards the briefing note, the recommendation, and the draft content of the new or revised regulation to the Director of Apprenticeship, who will review the recommendation and forward it to the Minister.

- When the Minister agrees to proceed with the new or revised regulation, the package is forwarded by the Director of Apprenticeship to the ministry's legal counsel. The program coordinator is responsible for drafting a memo from the director to legal counsel.

- The ministry's legal counsel works with Legislative Counsel, which is responsible for drafting the regulation. The confidential draft regulation is then reviewed and approved by the ministry's legal counsel, the program coordinator, and, when necessary, the industry committee.

- Legislative Counsel forwards final copies of the draft regulation to the ministry's legal counsel for the Minister's signature.

- For LGIC regulations:
  - Once the Minister's signature has been obtained, the program coordinator completes the Red Tape Commission's "Less Paper/More Jobs" test, ensuring that all questions are answered.
  - The ministry's legal counsel forwards the draft regulation and the "Less Paper/More Jobs" test to Cabinet Office.
  - The regulation is considered by the Statutory Business Committee of Cabinet. If approved, it goes to Cabinet for consideration.
  - If Cabinet approves the regulation, an order-in-council concerning the regulation is signed by the chair of Cabinet and forwarded to the Lieutenant-Governor for final approval.
  - When the Lieutenant-Governor has approved and "ordered" the order-in-council, the ministry's legal counsel files the new or revised regulation with the Registrar of Regulations in Legislative Counsel's office.
  - Once registered and filed by the registrar, the regulation is published in the *Ontario Gazette* and comes into force.

- For Minister's regulations:
  - Once the Minister's signature has been obtained, the ministry's legal counsel files the new or revised regulation with the Registrar of Regulations in Legislative Counsel's office.
  - Once registered and filed by the registrar, the regulation is published in the *Ontario Gazette* and comes into force.

4. Documents That Govern the Training Process

Apprenticeship training relies on several documents that outline how training should take place, so that it happens in a consistent manner.

4.1 COMPETENCY ANALYSIS PROFILES

Generally referred to as occupational analyses, the Competency Analysis Profiles (CAPs) are the foundation of all apprenticeship training programs. They constitute the first step in developing training for a trade or occupation. A CAP describes the major skills or tasks of a proposed occupation or trade. It sets the scope of the trade, but is not a job description. In other words, it is a "to do" list – what an apprentice is expected to be able to do at the completion of training.

Program coordinators work with practitioners to create a list of the skills required for a particular trade. A CAP can be found at the end of most Training Standards documents (see section 4.4 of this manual), as a summary chart of the skill sets needed for that trade.

Once a CAP has been developed, program coordinators consider specific criteria (including the potential number of apprentices, the prospect of growth in the trade/occupation, and health and safety issues) to determine whether the proposed training requires a Schedule of Training (see section 4.3) or a fully developed Training Standard (see section 4.4).

4.2 NATIONAL OCCUPATIONAL ANALYSES

National Occupational Analyses (NOAs) have been completed for many trades. Similar to CAPs, NOAs identify and group the tasks performed by skilled workers in particular occupations and identify those tasks that skilled workers in every province and territory have in common. They are nationally recognized as the standard for those occupations. As such, they are used to develop interprovincial examinations.

4.3 SCHEDULES OF TRAINING

Schedules of Training are documents that outline the training an individual requires to perform at the level of a journeyperson. They are based on the CAP for the occupation.

A Schedule of Training describes a skilled occupation and identifies:

- job description/duties;
- on-the-job general performance objectives;
- off-the-job learning outcomes, or the knowledge that must be acquired in order to complete a training program.

Schedules are developed by either a training consultant or a program coordinator, who consults with the Program Development and Standards Unit (PDSU) of the ministry and industry representatives. Apprentices who complete their training under a Schedule of Training receive a Certificate of Apprenticeship only, not a Certificate of Qualification.

Schedules are generally faster to develop and implement than Training Standards (see section 4.4). Over time, a schedule can lead to the development of a Training Standard for a newly created, regulated trade.

4.4 TRAINING STANDARDS

Training Standards are documents that outline the on-the-job skills training required for an occupation or trade. They represent the core of a fully developed workplace-based training program.

Training Standards are developed and validated by industry practitioners in collaboration with the ministry. They consist of three parts:

- background information on the particular apprenticeship and an apprenticeship agreement;
- *performance objectives* or skills – competency-based statements that set out what the learner is expected to be able to demonstrate at the end of a period of training;

  A *general performance objective* is set out at the beginning of each unit or module, as a summary of all of the skill sets found within that unit. More specific performance objectives follow, and identify the skill (what is to be done), the condition (how it will be done), and the standard (how well it must be performed).
- the CAP for the occupation.

4.5 LEARNING OUTCOMES AND CURRICULUM OUTCOMES

Learning outcomes are statements developed for each performance objective set out in a Training Standard that describes the knowledge an apprentice must acquire to complete his or her training. Apprentices need to know this material in order to successfully develop their workplace skills. Performance objectives (on-the-job) and learning outcomes (off-the-job) have corresponding codes for easy cross-reference.

Curriculum outcomes, which are based on learning outcomes, are statements that describe what a student will be able to demonstrate after successfully completing a unit of instruction or a course. The theoretical knowledge acquired in classrooms supports apprentices' acquisition of performance objectives or skills set out in the Training Standard.

While learning outcomes and curriculum outcomes are written with a focus on competency, they include, as benchmarks or guidelines, the amount of time apprentices are expected to take to achieve the outcomes.

Instructor's manuals called Curriculum Standards have been developed to assist instructors in designing and teaching a course that will enable apprentices to achieve the curriculum outcomes. By ensuring that a curriculum reflects the learning outcomes, we assure apprentices that they will receive a standard quality of in-school training.

5. Assessment of Knowledge and Skills

5.1 CERTIFICATE EXAMINATIONS

Written examinations are based on the performance objectives contained in the Training Standard. They test performance and application of the skills acquired *on the job* and are designed to measure how well the person is able to perform the job.

5.2 EXEMPTION TESTS

Exemption tests are used to determine if an apprentice has enough knowledge to be exempted from certain levels or units of in-school training. They are based on the learning outcomes and curriculum outcomes specified for the trade.

Appendix A. An Act respecting Apprenticeship and Certification

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

General

Purposes

1. The purposes of this Act are,

   (a) to support and regulate the acquisition of skills for trades and other occupations through workplace-based apprenticeship programs that lead to formal certification;

   (b) to promote quality training for trades and other occupations; and

   (c) by the means set out in clauses (a) and (b), to expand opportunities for Ontario workers, increase the competitiveness of Ontario businesses and ensure public and worker protection.

Definitions

2. In this Act,

"apprentice" means an individual who has entered into a registered training agreement under which the individual is to receive workplace-based training in a trade, other occupation or skill set as part of an apprenticeship program approved by the Director; ("apprenti")

"certificate" means a certificate of qualification or other certificate issued under subsection 9 (1); ("certificat")

"certificate of qualification" means a certificate of qualification for a trade or other occupation issued under clause 9 (1) (a) and does not include a certificate for a skill set issued under clause 9 (1) (b); ("certificat de qualification professionnelle")

"Director" means the Director of Apprenticeship; ("directeur")

"letter of permission" means a letter of permission issued under section 10; ("permission intérimaire")

"Minister" means the Minister of Education and Training; ("ministre")

"person" means an individual, corporation, partnership, sole proprietorship, association or any other organization or entity; ("personne")

"registered training agreement" means an agreement registered under this Act under which an individual is to receive workplace-based training in a trade, other occupation or skill set as part of an apprenticeship program approved by the Director; ("contrat d'apprentissage enregistré")

"regulations" means the regulations made under this Act; ("règlements")

"restricted skill set" means a skill set that is designated as a restricted skill set by the regulations; ("ensemble restreint de compétences")

"skill set" means one or more skills; ("ensemble de compétences")

"sponsor" means a person that has entered into a registered training agreement under which the person is required to ensure that an individual is provided with workplace-based training in a trade, other occupation or skill set as part of an apprenticeship program approved by the Director. ("parrain")

Application

3. This Act does not apply to a trade to which the *Trades Qualification and Apprenticeship Act* applies.

Director of Apprenticeship

4. (1) A Director of Apprenticeship shall be appointed under the *Public Service Act*.

Functions

(2) The functions of the Director are:

1. To approve apprenticeship programs for trades, other occupations and skill sets, including curricula, training standards, examinations and the persons and institutions that will provide training.
2. To approve other forms of training for trades, other occupations and skill sets.
3. To issue guidelines for the purposes of this Act.
4. To work with other governments in Canada to promote the interprovincial standards program for apprenticeship and the qualifications required for trades, other occupations and skill sets.
5. To advise the Minister with respect to apprenticeship programs and the qualifications required for trades, other occupations and skill sets.
6. To exercise and perform such other powers and duties as are provided for in this Act or prescribed by the regulations.

Consideration of recommendations

(3) If a committee established under section 5 makes recommendations to the Minister relating to an apprenticeship program, the Director shall consider the recommendations before approving the apprenticeship program under paragraph 1 of subsection (2).

Collection of personal information

(4) The Director may collect personal information in accordance with the *Freedom of Information and Protection of Privacy Act* for the purposes of this Act.

Delegation

(5) The Director may in writing authorize any person or class of persons employed in the public service of Ontario to exercise any power or perform any duty of the Director, subject to any conditions or restrictions set out in the authorization.

Industry committees

5. (1) The Minister may establish a committee for any trade, other occupation or group of trades or other occupations to perform the following functions:
   1. To advise the Minister with respect to apprenticeship programs and the qualifications required for trades, other occupations and skill sets.
   2. To develop and revise apprenticeship programs and to recommend them to the Minister, including curricula, training standards, examinations and the persons and institutions that will provide training.
   3. To promote high standards in the delivery of apprenticeship programs.
   4. To promote apprenticeship as a method of acquiring skills for trades and other occupations.
   5. To consider recommendations from employers in the trade, other occupation or group of trades or other occupations and from apprentices and other persons who work in the trade, other occupation or group of trades or other occupations.
   6. To perform such other functions as may be assigned by the Minister or the Director.

Composition

(2) The Minister shall appoint at least six people to each committee, made up of equal numbers of representatives of,
   (a) employers in the trade, other occupation or group of trades or other occupations; and
   (b) employees in the trade, other occupation or group of trades or other occupations.

Same

(3) The Director is also a member of each committee.

Training Agreements

Registration of training agreements

6. (1) On application and on payment of the required fee, the Director may register an agreement under which an individual is to receive workplace-based training in a trade, other occupation or skill set as part of an apprenticeship program approved by the Director.

Minimum age

(2) An agreement shall not be registered unless the individual who is to receive the training is at least 16 years of age.

Academic qualifications

(3) An agreement shall not be registered unless the individual who is to receive the training,

(a) has successfully completed the academic standard prescribed by the regulations for the trade, other occupation or skill set; or

(b) if no academic standard has been prescribed by the regulations for the trade, other occupation or skill set, has successfully completed Grade 12 in Ontario or has successfully completed an academic standard that the Director considers equivalent to Ontario Grade 12.

Suspension or revocation

7. (1) The Director may suspend or revoke the registration of a registered training agreement if,

(a) the apprentice requests;

(b) the sponsor requests;

(c) the agreement is not being complied with;

(d) a party to the agreement submitted false information to the Director as part of the application for registration of the agreement; or

(e) a party to the agreement is dead or no longer exists.

Notice

(2) The Director shall not suspend or revoke the registration of an agreement under clause (1) (b), (c) or (d) unless the Director has given the parties to the agreement written notice of his or her intention to do so and has held any hearing that may be required under subsection (3).

Hearing

(3) A party to the agreement may, within 30 days after receiving a notice under subsection (2), require the Director to hold a hearing to determine whether the registration of the agreement should be suspended or revoked.

Completion of Apprenticeship Program

Completion of apprenticeship program

8. The Director shall provide every person who successfully completes an apprenticeship program approved by the Director with a statement confirming the successful completion of the program.

Certificates and Letters of Permission

Certificates

9. (1) On application and on payment of the required fee, the Director may issue,

(a) a certificate of qualification for a trade or other occupation; or

(b) a certificate, other than a certificate of qualification, for a skill set.

Qualifications

(2) A certificate may be issued under subsection (1) only to a person who,

(a) has successfully completed an apprenticeship program approved by the Director for the trade, other occupation or skill set; and

(b) achieves a grade satisfactory to the Director on an examination approved by the Director.

Same

(3) Clause (2) (b) does not apply to a trade, other occupation or skill set if the Director is of the opinion that no examination is necessary for that trade, other occupation or skill set.

Equivalent qualifications

(4) Despite subsection (2), the Director may issue a certificate if the person,

(a) has qualifications that the Director considers equivalent to the qualifications required by clause (2) (a); and

(b) achieves a grade satisfactory to the Director on an examination approved by the Director.

Same

(5) Clause (4) (b) does not apply to a trade, other occupation or skill set if the Director is of the opinion that no examination is necessary for that trade, other occupation or skill set.

Letters of permission

10. (1) On application and on payment of the required fee, the Director may issue a letter of permission for a trade or other occupation or for a skill set.

Period of validity

(2) A letter of permission is valid for a period of three months or for such shorter period as may be specified by the Director in the letter.

No renewal

(3) A letter of permission is not capable of renewal, but the Director may issue a new letter of permission.

Suspension, revocation, refusal to renew

11. (1) The Director may suspend, revoke or refuse to renew a certificate, and may suspend or revoke a letter of permission, if,

(a) the holder of the certificate or letter submitted false information to the Director as part of an application made under this Act;

(b) the holder of the certificate or letter has been convicted of an offence under this Act;

(c) the holder of the certificate or letter has not maintained acceptable standards of competence in the trade, other occupation or skill set to which the certificate or letter relates; or

(d) the holder of the certificate or letter does not have qualifications that would be required for the issuance of a new certificate for the trade, other occupation or skill set.

Other grounds for refusal to renew

(2) The Director may also refuse to renew a certificate if the refusal is authorized or required by the regulations.

Notice

(3) The Director shall not suspend, revoke or refuse to renew a certificate, or suspend or revoke a letter of permission, unless the Director has given the holder of the certificate or letter written notice of his or her intention to do so and has held any hearing that may be required under subsection (4).

Hearing

(4) The holder of the certificate or letter of permission may, within 30 days after receiving a notice under subsection (3), require the Director to hold a hearing to determine whether the certificate should be suspended or revoked, whether renewal of the certificate should be refused or whether the letter of permission should be suspended or revoked.

Non-payment of fees

(5) The Director may refuse to renew a certificate on the grounds that the appropriate fee for renewal of the certificate has not been paid, and subsections (3) and (4) do not apply to the refusal.

Restricted Skill Sets

Restricted skill sets

12. (1) An individual shall not perform a skill that is part of a restricted skill set unless,

(a) the individual holds a certificate for the restricted skill set or for a trade or other occupation that includes the restricted skill set;

(b) the individual is an apprentice under a registered training agreement under which the individual is to receive workplace-based training in the restricted skill set as part of an apprenticeship program approved by the Director; or

(c) the individual holds a letter of permission for the restricted skill set or for a trade or other occupation that includes the restricted skill set.

Overlapping skill sets

(2) An individual who is authorized to perform a skill that is part of a restricted skill set may perform that skill even if the skill is also part of another restricted skill set or of a trade or other occupation that includes the restricted skill set.

Employment

13. A person shall not employ or otherwise engage an individual to perform a skill that is part of a restricted skill set unless the individual is authorized to perform that skill.

Miscellaneous

Strikes and lock-outs

14. An apprentice's failure to perform work required by a registered training agreement does not constitute non-compliance with the agreement if the failure to perform work is a result of a lock-out or lawful strike.

Notice

15. A notice under this Act that is sent by mail shall be deemed to have been received on the fifth day after it was mailed, unless the person to whom it was sent establishes that, acting in good faith, the person did not receive the notice or did not receive it until a later day.

Inspections

16. (1) The Director may enter any premises, and may examine any documents or other things on the premises, for the purpose of determining,
(a) whether apprentices are receiving training in accordance with registered training agreements;
(b) whether a person or institution that has been approved to provide training as part of an apprenticeship program is providing training in accordance with the program; or
(c) whether subsection 12 (1) or section 13 is being complied with.

Dwellings

(2) Subsection (1) does not authorize entry of a dwelling without the consent of the occupier.

Time for entry

(3) The power to enter premises under subsection (1) may be exercised at any reasonable time.

Copies

(4) A person who enters premises under subsection (1) may, on giving a receipt, remove documents or other things for the purpose of making copies, but the documents or other things shall be promptly returned.

Identification

(5) A person who enters premises under subsection (1) shall, on request, produce identification that provides evidence of his or her authority.

Offences

17. Every person who,
(a) contravenes subsection 12 (1) or section 13;
(b) submits false information to the Director as part of an application made under this Act; or
(c) uses for the purpose of obtaining employment or business a false certificate or letter of permission or a certificate or letter of permission issued to another person;
is guilty of an offence and on conviction is liable to a fine of not more than $25,000.

Fees

18. The Minister may establish and charge fees for applications made under this Act, for examinations required under this Act, or for any other function performed in connection with this Act or the regulations.

Regulations: L.G. in C.

19. (1) The Lieutenant Governor in Council may make regulations,

(a) designating a skill set as a restricted skill set for the purposes of this Act;

(b) defining a trade or other occupation to include a restricted skill set for the purposes of section 12;

(c) exempting a person or class of persons from any provision of this Act, subject to such conditions or restrictions as may be prescribed in the regulations;

(d) authorizing an industry organization or other person specified by the regulations to exercise powers and perform duties of the Director, subject to such conditions and restrictions as may be specified in the regulations, including conditions and restrictions relating to freedom of information and protection of privacy.

Regulations: Minister

(2) The Minister may make regulations,

(a) prescribing powers and duties of the Director;

(b) governing committees established under section 5, including giving committees additional powers and duties;

(c) governing apprenticeship programs;

(d) prescribing academic standards that must be successfully completed before an agreement may be registered under section 6;

(e) governing the issuance, expiry, renewal, suspension or revocation of certificates and governing the issuance, expiry, suspension or revocation of letters of permission;

(f) deeming a person who holds a document issued in another province or territory of Canada to hold a certificate issued under section 9 of this Act, subject to such conditions and restrictions as may be specified in the regulations;

(g) deeming a person from another province or territory of Canada to be an apprentice under a registered training agreement under which he or she is to receive workplace-based training in a skill set as part of an apprenticeship program approved by the Director, subject to such conditions and restrictions as may be specified in the regulations;

(h) providing for any transitional matter relating to this Act.

Academic standards

(3) The Minister shall not make a regulation prescribing an academic standard under clause (2) (d),

(a) for a trade or other occupation, unless the standard has been recommended by a committee established under section 5 for the trade or other occupation or for a group of trades or other occupations that includes the trade or other occupation; or

(b) for a skill set, unless the standard has been recommended by a committee established under section 5 for a trade, other occupation or group of trades or other occupations that includes the skill set.

General or particular

(4) A regulation made under this section may be general or particular in its application.

Trades Qualification and Apprenticeship Act

20. (1) The definition of "Director" in section 1 of the *Trades Qualification and Apprenticeship Act* is repealed and the following substituted:

"Director" means the Director of Apprenticeship appointed under the *Apprenticeship and Certification Act, 1998*. ("directeur")

Same

(2) The Act is amended by adding the following section:

Application

1.1 (1) This Act applies only to the following trades:

1. Brick and stone mason.
2. Cement mason.
3. Construction boilermaker.
4. Construction millwright.
5. Electrician.
6. General carpenter.
7. Glazier and metal mechanic.
8. Hoisting engineer.
9. Ironworker.
10. Lather.
11. Lineworker.
12. Painter and decorator.
13. Plasterer.
14. Plumber.
15. Refrigeration and air-conditioning mechanic.
16. Sheet metal worker.
17. Sprinkler and fire protection installer.
18. Steamfitter.
19. Such other trades in the construction industry as are prescribed by the regulations.

Hairstyling schools

(2) Despite subsection (1), the regulations made under clause 26 (1) (f) with respect to hairstyling schools continue to apply until December 31, 1999 and this Act continues to apply to hairstyling schools until that date.

Same

(3) Subsection 2 (1) of the Act is repealed.

Same

(4) Clause 26 (c) of the Act is amended by striking out "from this Act and the regulations or from any provision of either of them" in the second, third and fourth lines and substituting "from any provision of this Act or the regulations".

Same

(5) Section 26 of the Act is amended by adding the following clause:

(u) prescribing additional trades in the construction industry to which this Act applies.

Same

(6) Section 26 of the Act is amended by adding the following subsections:

Same

(2) Despite section 1.1 and any regulations made under clause (1) (u), the Lieutenant Governor in Council may make regulations providing that this Act does not apply to a trade.

(3) The Lieutenant Governor in Council shall not make a regulation under subsection (2) in respect of a trade unless the regulation is recommended by the committee established in the trade under section 3 or by a committee established under that section for a group of trades that includes the trade.

Commencement

21. This Act comes into force on a day to be named by proclamation of the Lieutenant Governor.

Short title

22. The short title of this Act is the *Apprenticeship and Certification Act, 1998*.

Appendix B. Regulations Made Under the Apprenticeship and Certification Act

B.1 ONTARIO REGULATION 573/99 MADE UNDER THE *APPRENTICESHIP AND CERTIFICATION ACT, 1998*

General

Duties of the Director

1. The Director shall not register an agreement under section 6 of the Act if,
   (a) the agreement does not comply with form and content requirements established by the Director;
   (b) the person named as the sponsor charges the person named as the apprentice a fee, directly or indirectly, for acting as the sponsor; or
   (c) the individual named as the apprentice is less than 18 years of age, unless the individual's parent or guardian has signed the agreement.

Apprenticeship Programs

2. In deciding whether to approve an apprenticeship program, the Director shall consider the following factors:
   1. The training needs of employers and employees and the requirements of the labour market for the trade, other occupation or skill set.
   2. The content and length of the program, including the proportion of the program that involves workplace-based training.

3. The Director may establish a system of credits for an apprenticeship program, including the requirements that must be satisfied to obtain each credit.

4. A sponsor shall ensure that,
   (a) the workplace-based training provided to an apprentice as part of an apprenticeship program meets the training standards approved by the Director and is provided under the supervision of a person approved by the Director; and
   (b) the apprentice is given sufficient time off work to complete the other requirements of the apprenticeship program.

5. The Director may require a sponsor to provide the Director with information necessary to assess whether an apprentice has successfully completed an apprenticeship program.

Academic Standards

6. (1) The Director shall not register an agreement under section 6 of the Act unless:
   (a) in the case of the trade of automotive painter, the individual who is to receive the training has successfully completed Grade 8 in Ontario or has successfully completed an academic standard that the Director considers equivalent to Ontario Grade 8;
   (b) in the case of the trade of hairstylist, the individual who is to receive the training has successfully completed Grade 9 in Ontario or has successfully completed an academic standard that the Director considers equivalent to Ontario Grade 9; or
   (c) in any other case, the individual who is to receive the training has successfully completed Grade 10 in Ontario or has successfully completed an academic standard that the Director considers equivalent to Ontario Grade 10.

   (2) Subsection (1) does not apply after subsection 6 (3) of the Act comes into force.

Certificates

7. (1) A certificate expires on the date set out in the certificate.

   (2) The Director may refuse to renew a certificate if,
   (a) the holder of the certificate does not apply for the renewal and pay the required fee before the expiration of the certificate;
   (b) the applicant has not certified that he or she is working in the trade, other occupation or skill set to which the certificate applies, if the Director requested the applicant to certify that fact; or
   (c) if the Director has approved an examination for the renewal of certificates of that kind, the applicant has not achieved a grade satisfactory to the Director on the examination.

The Red Seal Program

8. A person who holds a certificate of qualification issued in another province or territory of Canada shall be deemed to hold a certificate of qualification issued under section 9 of the Act if the certificate bears a red seal issued pursuant to standards established by the Canadian Council of Directors of Apprenticeship.

9. A person from another province or territory of Canada shall be deemed to be an apprentice under a registered training agreement under which, as part of an apprenticeship program approved by the Director, he or she is to receive workplace-based training in all the skill sets included in a trade or other occupation, if,
   (a) the person is an apprentice in the trade or other occupation under an apprenticeship agreement in an apprenticeship program approved in the other province or territory;

(b) the person is working in Ontario under the apprenticeship agreement; and

(c) the Canadian Council of Directors of Apprenticeship has established standards for the trade or other occupation and has authorized certificates of qualification for the trade or other occupation to bear red seals issued pursuant to those standards.

10. Sections 8 and 9 do not apply to a trade or other occupation if the Director is of the opinion that,

(a) the definition of the trade or other occupation in the other province or territory is not reasonably comparable to the definition in Ontario; or

(b) the standards established for the trade or other occupation by the Canadian Council of Directors of Apprenticeship are not appropriate for Ontario.

Industry Committees

11. (1) The Minister shall appoint the members of a committee established under section 5 of the Act for terms of not less than three and not more than five years.

(2) The Minister may extend the term of a member for a period of not more than two years, on the recommendation of the committee.

(3) Subject to subsection (2), a member whose term has expired may not be reappointed until at least two years after he or she ceased to be a member.

12. (1) The Director shall be the secretary of each committee established under section 5 of the Act.

(2) The Director is not entitled to vote in proceedings of the committee.

Transitional Matters

13. (1) A valid certificate of qualification issued under the *Trades Qualification and Apprenticeship Act* shall be deemed to be a certificate of qualification issued under the *Apprenticeship and Certification Act, 1998*.

(2) A valid certificate of apprenticeship issued under the *Trades Qualification and Apprenticeship Act* shall be deemed to be a statement provided under section 8 of the *Apprenticeship and Certification Act, 1998*.

(3) A valid provisional certificate of qualification issued under the *Trades Qualification and Apprenticeship Act* shall be deemed to be a letter of permission issued under the *Apprenticeship and Certification Act, 1998*.

(4) An application for a certificate of qualification under the *Trades Qualification and Apprenticeship Act* shall be deemed to be an application for a certificate of qualification under the *Apprenticeship and Certification Act, 1998*.

14. (1) A contract of apprenticeship registered under the *Trades Qualification and Apprenticeship Act* shall be deemed to be a registered training agreement under the *Apprenticeship and Certification Act, 1998.*

(2) The apprentice under the contract of apprenticeship shall be deemed, for the purposes of subsection 6 (3) of the *Apprenticeship and Certification Act, 1998*, to have successfully completed the academic standard applicable to the trade or other occupation under that subsection.

15. (1) A provincial advisory committee appointed under the *Trades Qualification and Apprenticeship Act* shall be deemed to be a committee established under section 5 of the *Apprenticeship and Certification Act, 1998.*

(2) Subsection (1) applies until the Minister establishes a new committee for the trade or group of trades under section 5 of the *Apprenticeship and Certification Act, 1998.*

16. Sections 13 to 15 do not apply in respect of a trade to which the *Trades Qualification and Apprenticeship Act* continues to apply.

Commencement

17. This Regulation comes into force on the day subsection 19 (2) of the *Apprenticeship and Certification Act, 1998* comes into force.

B.2 ONTARIO REGULATION 565/99 MADE UNDER THE *APPRENTICESHIP AND CERTIFICATION ACT, 1998*

Restricted Skill Sets

Definitions

1. In this Regulation,

"bus" includes a shuttle bus;

"heavy truck" means a truck, having a manufacturer's gross vehicle weight rating of at least 4,500 kilograms;

"motor coach" means a vehicle that is used for the transportation of persons, has a manufacturer's gross vehicle weight rating of at least 3,400 kilograms and for which a permit has been issued under vehicle permit legislation;

"motorcycle" means a self-propelled vehicle for which a permit has been issued under vehicle permit legislation that,

1. has a seat or saddle for the use of the driver, and
2. is designed to travel on not more than three wheels in contact with the ground,

and includes a motor scooter but does not include a motor assisted bicycle;

"motor vehicle" means a vehicle for which a permit has been issued under vehicle permit legislation that is,

(a) an automobile,

(b) a motor home,

(c) a bus or truck having a manufacturer's gross vehicle weight rating of 9,000 kilograms or less, or

(d) a trailer other than a truck-trailer;

"truck" means a vehicle that is used for hauling purposes and for which a permit has been issued under vehicle permit legislation;

"truck-trailer" means any type of trailer vehicle that is hauled by a heavy truck, is used primarily for the transportation of equipment and goods and for which a permit has been issued under vehicle permit legislation, including,

(a) a single or multi-axle semi trailer where part of the load is carried on the heavy truck by means of the upper and lower coupler assembly, and

(b) a full load bearing trailer;

"vehicle permit legislation" means the *Highway Traffic Act* or similar legislation of a jurisdiction outside Ontario.

Alignment and Brakes Technician

2. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:

1. Engaging in the repair and maintenance of motor vehicles by testing for and correcting faulty alignment of wheels, axles, frames and steering mechanisms.
2. Engaging in the repair and maintenance of motor vehicles by disassembling, adjusting, repairing and reassembling braking systems and controls.

(2) For the purposes of section 12 of the Act, the occupation of alignment and brakes technician is defined to include the restricted skill sets referred to in subsection (1).

Auto Body and Collision Damage Repairer

3. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:

1. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by repairing, reshaping, refitting and welding breaks in body panels, fenders and skirtings.
2. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by shrinking or stretching metal panels by heat treatment.
3. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by removing or replacing electrical, electronic and vacuum components.

4. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by repairing, removing or replacing wiring harnesses, air-conditioning systems and water pumps.
5. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by straightening and aligning frames and unibody assemblies.
6. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by removing, replacing or adjusting steering and suspension components.
7. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by aligning wheels.

(2) For the purposes of section 12 of the Act, the occupation of auto body and collision damage repairer is defined to include the restricted skill sets referred to in subsection (1).

Auto Body Repairer

4. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by repairing, reshaping, refitting and welding breaks in body panels, fenders and skirtings.
   2. Engaging in the repair of motor vehicles, motor coaches, trucks or truck-trailers by shrinking or stretching metal panels by heat treatment.

(2) For the purposes of section 12 of the Act, the occupation of auto body repairer is defined to include the restricted skill sets referred to in subsection (1).

Automotive Electronic Accessory Technician

5. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Installing or repairing electronic accessories in motor vehicles and heavy trucks.

(2) For the purposes of section 12 of the Act, the occupation of automotive electronic accessory technician is defined to include the restricted skill sets referred to in subsection (1).

Automotive Service Technician

6. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by disassembling, adjusting, repairing and reassembling engines, transmissions, clutches, rear ends, differentials, brakes, drive shafts, axles and other assemblies.

2. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by testing for and correcting faulty alignment of wheels, axles, frames and steering mechanisms.
3. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by diagnosing faults in, repairing or replacing suspension systems, including shock absorbers and spring assemblies.
4. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by diagnosing faults in, installing, repairing and removing ignition, charging and starting systems, panel instruments, wiring, and other electrical and electronic systems and equipment.
5. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by diagnosing faults in, repairing and adjusting fuel systems, engine management systems and emission control systems.
6. Engaging in the servicing, repairing, overhauling, diagnosing or inspecting of motor vehicles by diagnosing faults in, installing, inspecting, maintaining and removing air conditioning and refrigeration/heating systems.

(2) For the purposes of section 12 of the Act, the occupation of automotive service technician is defined to include the restricted skill sets referred to in subsection (1).

Fuel and Electrical Systems Technician

7. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Engaging in the repair and maintenance of motor vehicles by diagnosing faults in, installing, repairing and removing ignition, charging and starting systems, panel instruments, wiring, and other electrical and electronic systems and equipment.
   2. Engaging in the repair and maintenance of motor vehicles by diagnosing faults in, repairing and adjusting fuel systems, engine management systems and emission control systems.
   3. Engaging in the repair and maintenance of motor vehicles by diagnosing faults in, installing, inspecting, maintaining and removing air-conditioning and refrigeration/heating systems.

(2) For the purposes of section 12 of the Act, the occupation of fuel and electrical systems technician is defined to include the restricted skill sets referred to in subsection (1).

Hairstylist

8. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Performing, for remuneration, any of the hairstyling services of cutting, designing, permanent waving, relaxing and straightening, or colouring.

   (2) For the purposes of section 12 of the Act, the occupation of hairstylist is defined to include the restricted skill sets referred to in subsection (1).

Motorcycle Mechanic

9. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Servicing, repairing, overhauling and inspecting motorcycles and testing them for faults and road-worthiness.

   (2) For the purposes of section 12 of the Act, the occupation of motorcycle mechanic is defined to include the restricted skill sets referred to in subsection (1).

Transmission Technician

10. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Engaging in the repair and maintenance of motor vehicles by inspecting, maintaining and repairing transmissions and transaxles.

   (2) For the purposes of section 12 of the Act, the occupation of transmission technician is defined to include the restricted skill sets referred to in subsection (1).

Truck and Coach Technician

11. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
   1. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by disassembling, adjusting, repairing and reassembling engines, transmissions, clutches, rear ends, differentials, brakes, drive shafts, wheels and rims, axles and other assemblies.
   2. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by testing for, diagnosing and correcting faulty alignment of wheels and steering mechanisms.
   3. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by diagnosing faults in, repairing or replacing suspension systems, including shock absorbers and spring assemblies.

4. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by diagnosing faults in, installing, repairing and removing ignition, charging and starting systems, panel instruments, wiring, and other electrical and electronic systems and equipment.
5. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by diagnosing faults in, repairing and adjusting fuel systems, engine management systems and emission control systems.
6. Engaging in the servicing, repairing, overhauling, diagnosing or inspection of motor coaches, heavy trucks and truck-trailers by diagnosing faults in, installing, inspecting, maintaining and removing air conditioning and refrigeration/heating systems.

(2) For the purposes of section 12 of the Act, the occupation of truck and coach technician is defined to include the restricted skill sets referred to in subsection (1).

Truck-Trailer Service Technician

12. (1) Each of the following skills is designated as a restricted skill set for the purposes of the Act:
    1. Engaging in the repair and maintenance of truck-trailers by disassembling, adjusting, repairing, and reassembling,
        i. suspension systems, including bogies, axles, wheels and rims,
        ii. braking systems, and
        iii. electrical systems.
    2. Engaging in the repair and maintenance of truck-trailers by inspecting, repairing and realigning frames.
    3. Engaging in the repair and maintenance of truck-trailers by inspecting and repairing appurtenances such as tow bars, hitches, turntables, landing gear and upper couplers.
    4. Engaging in the repair and maintenance of truck-trailers by inspecting, testing, adjusting, overhauling and replacing truck-trailer refrigeration/heating system components, electrical circuits, pressure lines and fittings.

(2) For the purposes of section 12 of the Act, the occupation of truck-trailer service technician is defined to include the restricted skill sets referred to in subsection (1).

Commencement

13. This Regulation comes into force on the day section 12 of the *Apprenticeship and Certification Act, 1998* comes into force.

B.3 ONTARIO REGULATION 566/99 MADE UNDER THE *APPRENTICESHIP AND CERTIFICATION ACT, 1998*

Exemptions

1. Words and expressions that are defined in Ontario Regulation 565/99 (Restricted Skill Sets) have the same meanings in this Regulation.

2. Subsections 6 (2) and (3) of the Act do not apply to an individual who,
   (a) is enrolled in a secondary school program leading to an Ontario Secondary School Diploma; and
   (b) is registered as an apprentice in the Ontario Youth Apprenticeship Program or a similar program approved by the Director and under the supervision of a board as defined in the *Education Act* in which students receive training and work experience in the trade, other occupation or skill set in respect of which the application is made under subsection 6 (1) of the Act.

3. Subsection 12 (1) of the Act does not apply to a individual who,
   (a) removes or replaces wheels and rims on motor vehicles;
   (b) removes or replaces auto glass, exhaust systems, radiators, cooling system hoses, thermostats, engine drive belts, horns, light bulbs and sealed beam units, lenses, fuses, batteries and battery cables, radios, shock absorbers or springs that do not require the realignment of the front or rear suspension, oil filters, air filters, fuel filters and spark plugs in motor vehicles, motorcycles, motor coaches, trucks or truck-trailers;
   (c) changes the engine, transmission, differential or cooling system fluids in motor vehicles, motorcycles, motor coaches, trucks or truck-trailers;
   (d) replenishes fluids in the hydraulic systems of motor vehicles, motorcycles, motor coaches, trucks or truck-trailers;
   (e) repairs and balances tires and wheels on motor vehicles, motorcycles, motor coaches, trucks or truck-trailers; or
   (f) lubricates motor vehicles, motorcycles, motor coaches, trucks or truck-trailers.

4. Subsection 12 (1) of the Act does not apply to a person who reconditions and rebuilds internal combustion engines and associated components, power trains, brake system components and suspension system components.

5. Subsection 12 (1) of the Act does not apply to the driver of a heavy truck or truck-trailer who inspects or adjusts the air chamber push rod stroke, commonly known as the slack adjustment, of the truck or truck-trailer's air braking system, if,
   (a) the driver holds a valid Ontario Class A or D driver's licence with an air brake endorsement issued under the *Highway Traffic Act* and has successfully completed a course of study approved by the Director on the inspection and adjustment of the air chamber push rod stroke of air braking systems; or

(b) the driver holds a valid driver's licence issued by another province or territory of Canada or by a state of the United States of America and is authorized, in that province, territory or state, to inspect and adjust the air braking system's air chamber push rod stroke.

6. Subsection 12 (1) of the Act does not apply to an individual who removes or replaces wheels and rims on motor coaches, heavy trucks or truck-trailers, if the individual has successfully completed a course of study approved by the Director on the removal and replacement of wheels and rims.

7. Section 13 of the Act does not apply to a person who employs or otherwise engages an individual to perform a skill if subsection 12 (1) of the Act does not apply to the individual when he or she performs the skill.

8. This Regulation comes into force on the day section 12 of the *Apprenticeship and Certification Act, 1998* comes into force.

Dianne Cunningham
Minister of Training, Colleges and Universities

Dated on December 2, 1999.

Appendix C. Trades Regulated Under the Apprenticeship and Certification Act

Trade	Sector	Restricted/ Unrestricted
Aboriginal early childhood educator	Service	U
Agriculture – dairy herdsperson	Service	U
Agriculture – fruit grower	Service	U
Agriculture – swine herdsperson	Service	U
Aircraft maintenance engineer	Industrial	U
Alignment and brakes technician	Motive power	R
Appliance service technician	Service	U
Arborist	Service	U
Auto body repairer, Branch 1	Motive power	R
Auto body repairer, Branch 2	Motive power	R
Automotive electronic accessory technician	Motive power	R
Automotive painter	Motive power	U
Automotive service technician	Motive power	R
Baker – Junior, Branch1	Service	U
Baker, Branch 2	Service	U
Bearings mechanic	Industrial	U
Blacksmith	Service	U
Boat rebuilder/repairer	Service	U
Carman (railway)	Industrial	U
Child and youth worker	Service	U
CNC Programming	Industrial	U
Composite structures technician	Industrial	U
Control maintainer (hydro)	Industrial	U
Cook – Assistant, Branch 1	Service	U
Cook, Branch 2	Service	U
Die design	Industrial	U
Die/mould finisher	Industrial	U
Draftsperson – plastic mould design	Industrial	U
Draftsperson – mechanical	Industrial	U
Draftsperson – tool and die design	Industrial	U
Early childhood educator	Service	U
Electric motor and apparatus rewinding and repair	Industrial	U
Electrical control (machine) builder	Industrial	U
Electrician – power house operator (hydro)	Industrial	U
Electronic service technician	Service	U
Facilities maintenance mechanic	Industrial	U
Facilities systems technician	Industrial	U

Trade	Sector	Restricted/ Unrestricted
Farm equipment technician	Motive power	U
Fitter (structural steel/platework)	Industrial	U
Fitter/assembler (motor assembly)	Industrial	U
Fuel and electrical systems technician	Motive power	R
Furniture finisher/colourer	Industrial	U
Furniture upholsterer	Service	U
Gemsetter/goldsmith	Service	U
General machinist	Industrial	U
Hairstylist	Service	R
Heavy-duty equipment technician	Motive power	U
Horse groom	Service	U
Horticulturist – nursery/greenhouse worker, Branch 1	Service	U
Horticulturist – landscaper/greenskeeper, Branch 2	Service	U
Hydraulics/pneumatics mechanic	Industrial	U
Industrial instrument mechanic	Industrial	U
Industrial woodworker	Industrial	U
Industrial electrician	Industrial	U
Industrial mechanic millwright	Industrial	U
Information technology support analyst – hardware	Service	U
Information technology support analyst – help desk	Service	U
Information technology support analyst – network	Service	U
Marine engine mechanic	Motive power	U
Micro-electronics manufacturer	Service	U
Motive power machinist	Motive power	U
Motorcycle mechanic	Motive power	R
Mould design	Industrial	U
Mould maker	Industrial	U
Native clothing and crafts artisan	Service	U
Native residential construction worker	Service	U
Network cabling specialist	Service	U
Optics technician (lens and prism maker)	Industrial	U
Packaging machine mechanic	Industrial	U
Partsperson	Motive power	U
Patissier	Service	U
Pattern maker	Industrial	U
Pool and spa service and installation technician	Service	U
Powered lift-truck technician	Motive power	U
Precision metal fabricator	Industrial	U

Appendix C. Trades Regulated Under the Apprenticeship and Certification Act

Trade	Sector	Restricted/ Unrestricted
Aboriginal early childhood educator	Service	U
Agriculture – dairy herdsperson	Service	U
Agriculture – fruit grower	Service	U
Agriculture – swine herdsperson	Service	U
Aircraft maintenance engineer	Industrial	U
Alignment and brakes technician	Motive power	R
Appliance service technician	Service	U
Arborist	Service	U
Auto body repairer, Branch 1	Motive power	R
Auto body repairer, Branch 2	Motive power	R
Automotive electronic accessory technician	Motive power	R
Automotive painter	Motive power	U
Automotive service technician	Motive power	R
Baker – Junior, Branch1	Service	U
Baker, Branch 2	Service	U
Bearings mechanic	Industrial	U
Blacksmith	Service	U
Boat rebuilder/repairer	Service	U
Carman (railway)	Industrial	U
Child and youth worker	Service	U
CNC Programming	Industrial	U
Composite structures technician	Industrial	U
Control maintainer (hydro)	Industrial	U
Cook – Assistant, Branch 1	Service	U
Cook, Branch 2	Service	U
Die design	Industrial	U
Die/mould finisher	Industrial	U
Draftsperson – plastic mould design	Industrial	U
Draftsperson – mechanical	Industrial	U
Draftsperson – tool and die design	Industrial	U
Early childhood educator	Service	U
Electric motor and apparatus rewinding and repair	Industrial	U
Electrical control (machine) builder	Industrial	U
Electrician – power house operator (hydro)	Industrial	U
Electronic service technician	Service	U
Facilities maintenance mechanic	Industrial	U
Facilities systems technician	Industrial	U

Trade	Sector	Restricted/ Unrestricted
Farm equipment technician	Motive power	U
Fitter (structural steel/platework)	Industrial	U
Fitter/assembler (motor assembly)	Industrial	U
Fuel and electrical systems technician	Motive power	R
Furniture finisher/colourer	Industrial	U
Furniture upholsterer	Service	U
Gemsetter/goldsmith	Service	U
General machinist	Industrial	U
Hairstylist	Service	R
Heavy-duty equipment technician	Motive power	U
Horse groom	Service	U
Horticulturist – nursery/greenhouse worker, Branch 1	Service	U
Horticulturist – landscaper/greenskeeper, Branch 2	Service	U
Hydraulics/pneumatics mechanic	Industrial	U
Industrial instrument mechanic	Industrial	U
Industrial woodworker	Industrial	U
Industrial electrician	Industrial	U
Industrial mechanic millwright	Industrial	U
Information technology support analyst – hardware	Service	U
Information technology support analyst – help desk	Service	U
Information technology support analyst – network	Service	U
Marine engine mechanic	Motive power	U
Micro-electronics manufacturer	Service	U
Motive power machinist	Motive power	U
Motorcycle mechanic	Motive power	R
Mould design	Industrial	U
Mould maker	Industrial	U
Native clothing and crafts artisan	Service	U
Native residential construction worker	Service	U
Network cabling specialist	Service	U
Optics technician (lens and prism maker)	Industrial	U
Packaging machine mechanic	Industrial	U
Partsperson	Motive power	U
Patissier	Service	U
Pattern maker	Industrial	U
Pool and spa service and installation technician	Service	U
Powered lift-truck technician	Motive power	U
Precision metal fabricator	Industrial	U

Trade	Sector	Restricted/ Unrestricted
Process operator – refinery, chemical and liquid processes	Industrial	U
Pump systems installer	Industrial	U
Recreation vehicle mechanic	Motive power	U
Retail meat cutter	Service	U
Roll grinder/turner	Industrial	U
Saddlery	Service	U
Saw filer/fitter	Industrial	U
Small engine technician	Motive power	U
Surface mount assembler	Industrial	U
Surface blaster	Industrial	U
Tire wheel and rim mechanic	Motive power	U
Tool and die maker	Industrial	U
Tool and cutter grinder	Industrial	U
Tool and gauge inspector	Industrial	U
Transmission technician	Motive power	R
Truck-trailer service technician	Motive power	R
Truck and coach technician	Motive power	R
Toronto Transit Commission – electrical signal maintenance	Industrial	U
Toronto Transit Commission – lineman street/railway	Industrial	U
Water well driller	Service	U
Welder – fitter	Industrial	U
Welder – operator	Industrial	U

Appendix D. Trades Regulated Under the Trades Qualification and Apprenticeship Act

All the trades regulated under the Trades Qualification and Apprenticeship Act are in the construction sector.

Trade	Compulsory/ Voluntary
Brick and stone mason	V
Cement finisher	V
Cement mason	V
Construction boilermaker	V
Construction millwright	V
Drywall, acoustic, and lathing applicator	V
Electrician – construction and maintenance, Branch 1	C
Electrician – domestic and rural, Branch 2	C
Floor covering installer	V
General carpenter	V
Glazier and metal mechanic	V
Heat and frost insulator	V
Hoisting engineer – mobile crane operator, Branch 1	C
Hoisting engineer – mobile crane operator, Branch 2	C
Hoisting engineer – tower crane operator, Branch 3	C
Ironworker	V
Lather	V
Lineworker – power lineworker, Branch 1	V
Lineworker – construction lineworker, Branch 2	V
Painter and decorator – commercial and residential, Branch 1	V
Painter and decorator – industrial painter and decorator, Branch 2	V
Plasterer	V
Plumber	C
Precast concrete finisher	V
Refrigeration and air conditioning mechanic	C
Reinforcing steel worker	V
Restoration mason	V
Roofer	V
Sheet metal worker	C
Sprinkler and fire protection installer	V
Steamfitter	C
Taper and plasterer	V
Terrazzo, tile, and marble setter	V

Trade	Sector	Restricted/ Unrestricted
Process operator – refinery, chemical and liquid processes	Industrial	U
Pump systems installer	Industrial	U
Recreation vehicle mechanic	Motive power	U
Retail meat cutter	Service	U
Roll grinder/turner	Industrial	U
Saddlery	Service	U
Saw filer/fitter	Industrial	U
Small engine technician	Motive power	U
Surface mount assembler	Industrial	U
Surface blaster	Industrial	U
Tire wheel and rim mechanic	Motive power	U
Tool and die maker	Industrial	U
Tool and cutter grinder	Industrial	U
Tool and gauge inspector	Industrial	U
Transmission technician	Motive power	R
Truck-trailer service technician	Motive power	R
Truck and coach technician	Motive power	R
Toronto Transit Commission – electrical signal maintenance	Industrial	U
Toronto Transit Commission – lineman street/railway	Industrial	U
Water well driller	Service	U
Welder – fitter	Industrial	U
Welder – operator	Industrial	U

Appendix D. Trades Regulated Under the Trades Qualification and Apprenticeship Act

All the trades regulated under the Trades Qualification and Apprenticeship Act are in the construction sector.

Trade	Compulsory/ Voluntary
Brick and stone mason	V
Cement finisher	V
Cement mason	V
Construction boilermaker	V
Construction millwright	V
Drywall, acoustic, and lathing applicator	V
Electrician – construction and maintenance, Branch 1	C
Electrician – domestic and rural, Branch 2	C
Floor covering installer	V
General carpenter	V
Glazier and metal mechanic	V
Heat and frost insulator	V
Hoisting engineer – mobile crane operator, Branch 1	C
Hoisting engineer – mobile crane operator, Branch 2	C
Hoisting engineer – tower crane operator, Branch 3	C
Ironworker	V
Lather	V
Lineworker – power lineworker, Branch 1	V
Lineworker – construction lineworker, Branch 2	V
Painter and decorator – commercial and residential, Branch 1	V
Painter and decorator – industrial painter and decorator, Branch 2	V
Plasterer	V
Plumber	C
Precast concrete finisher	V
Refrigeration and air conditioning mechanic	C
Reinforcing steel worker	V
Restoration mason	V
Roofer	V
Sheet metal worker	C
Sprinkler and fire protection installer	V
Steamfitter	C
Taper and plasterer	V
Terrazzo, tile, and marble setter	V

Appendix E. Process by Which a Bill Becomes an Act

The following information relates to government public bills – that is, to bills introduced and sponsored by a Cabinet minister, the content of which affects the whole province. In most cases, industry committee members will be asked to provide input into and feedback on bills the Minister intends to put before the Legislature (the House) that relate to apprenticeship, trades qualification, and certification.

First Reading

Legislation is introduced into the House in the form of a bill. The process starts with the Minister presenting a motion to the House for the introduction and first reading of the bill. The Minister explains the bill's objectives, and then members decide whether to accept the bill for future debate. If the decision is "yes" (and it most often is), the bill is assigned a number, printed, and scheduled for second reading at a future date. Each MPP receives a copy of the printed bill. Copies are also available to interested members of the public from Publications Ontario, (416) 326-5300, or toll-free, 1-800-668-9938; the Publications Ontario Bookstore, 880 Bay Street, Toronto; or the Legislative Assembly's website, www.ontla.on.ca.

Second Reading

At the appointed time, the Minister or Parliamentary Assistant moves second reading of the bill. During second reading, members debate the principle of the bill. They are allowed to speak only once and may not move amendments to the bill.

After the debate, members vote on second reading (that is, on whether to accept the bill in principle) and on the next step, which is usually the committee stage.

In some cases a bill may move directly to third reading, but only upon unanimous consent of the members. Since unanimous consent is rare, the bill is usually referred to Committee of the Whole House (composed of all the members of the Legislature sitting as a committee) or to a standing committee, as designated by the Minister or Parliamentary Assistant. However, if 12 members stand in their places, the bill must be referred to a standing committee. Eight standing committees have been appointed for the life of the current Parliament. These committees are composed of members from each of the three official parties.

Committee

The Minister usually takes a bill through Committee of the Whole House, assisted by two ministry staff members who may provide the Minister with advice but who may not address the committee. The Parliamentary Assistant usually represents the Minister at standing committee proceedings, and is also assisted by ministry staff.

A standing committee may conduct public hearings to allow interested groups, individuals, and organizations to express their opinions and suggest changes to the bill. No public hearings are held when a bill is referred to Committee of the Whole House.

During committee proceedings (and after public consultations in a standing committee process), each section of the bill is discussed (clause-by-clause discussion) and a vote is taken on each section. Depending on the bill, the committee stage may take from a few days to several months. After the bill has been thoroughly examined, the committee reports the bill, with amendments, if any, to the House.

Bills reported from Committee of the Whole House are ordered for third reading. Bills reported from standing committees are also ordered for third reading, unless the Minister or Parliamentary Assistant directs that they be referred to Committee of the Whole House, where they would again be given clause-by-clause consideration.

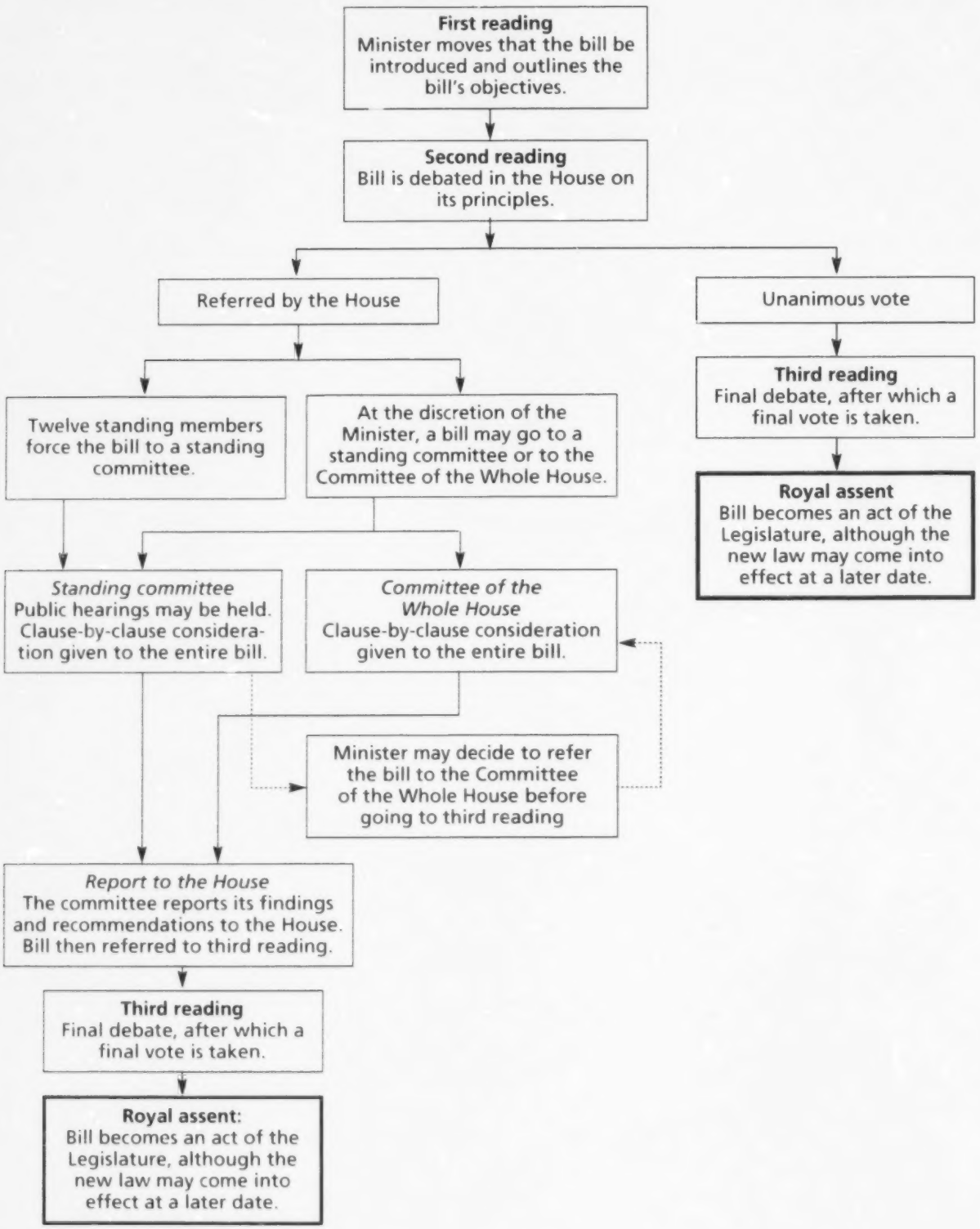
Third Reading

Third reading is the final debate of the bill as amended after the committee process. Debate on third reading must again be on the principle of the bill. At this stage, the debate may be brief, or members may waive debate entirely. When third reading debate has ended, the Minister or Parliamentary Assistant who moved third reading is allowed a reply. Then the Speaker calls for a final vote to be taken.

Royal Assent

When a bill has passed third reading, it goes to the Lieutenant-Governor for royal assent. After assent, most bills become acts or statutes (law). In some cases, however, the bill specifies a date when the act will come into effect. In others, it states that the act will come into force on a date to be named by proclamation of the Lieutenant-Governor. In these cases, the date is determined by the Lieutenant Governor-in-Council (the Cabinet).

How a Bill Becomes an Act – Flowchart


First reading
Minister moves that the bill be introduced and outlines the bill's objectives.
Second reading
Bill is debated in the House on its principles.
Referred by the House
Unanimous vote
Third reading
Final debate, after which a final vote is taken.
Royal assent
Bill becomes an act of the Legislature, although the new law may come into effect at a later date.
Twelve standing members force the bill to a standing committee.
At the discretion of the Minister, a bill may go to a standing committee or to the Committee of the Whole House.
Standing committee
Public hearings may be held. Clause-by-clause consideration given to the entire bill.
Committee of the Whole House
Clause-by-clause consideration given to the entire bill.
Minister may decide to refer the bill to the Committee of the Whole House before going to third reading
Report to the House
The committee reports its findings and recommendations to the House. Bill then referred to third reading.
Third reading
Final debate, after which a final vote is taken.
Royal assent:
Bill becomes an act of the Legislature, although the new law may come into effect at a later date.

Appendix F. Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) offers Ontario secondary school students the opportunity to train as registered apprentices while enrolled in school. Since 1989, OYAP has served to introduce Ontario students to careers in skilled trades. It allows a student to complete his or her Ontario Secondary School Diploma (OSSD) while taking apprenticeship training towards a Certificate of Qualification with journeyperson status in a skilled trade.

The program involves close collaboration between district school boards and labour market partners, especially workplaces that can provide placements in apprenticeship occupations. While cooperative education programs allow students to gain work experience in a setting that is directly related to a subject in their high school program, OYAP allows students to acquire apprenticeship training in and exposure to an occupation of potential career interest to them.

Benefits to Youth

- Students earn credits towards an OSSD, while the hours they work on the job are applied to journeyperson certification.
- Doors are kept open. Students who find they are not suited to the trades can return to a regular school program after one semester, with no penalty.
- Students earn a percentage of a journeyperson's wage during the on-the-job portion of the program.
- Successful OYAP graduates acquire both their OSSD and accreditation for completing part of both the on-the-job and in-school components of an apprenticeship.

Eligibility Criteria

- OYAP is open to all students, including exceptional students. Students who are at least 16 years of age and have completed Grade 10 may apply.

Education Requirements

- Students must complete a minimum of three in-school credits per year.
- To receive an OSSD, students must complete all the usual compulsory credits.
- Schools are required to monitor the program offered in the workplace to ensure that it meets secondary school credit requirements.

Apprenticeship Requirements

- Students must be employed with a qualified employer.
- Students must fulfil all requirements of an apprenticeship program, including the in-school portion, unless an exemption is specifically negotiated.
- Students' progress is monitored by training consultants from the Ministry of Training, Colleges and Universities, to ensure that industry standards and training requirements are being met.

Appendix G. List of Acronyms

Terms marked with an asterisk (*) are explained in appendix H, "Glossary of Terms".

ACA	Apprenticeship and Certification Act
ADM	Assistant Deputy Minister
CAAT	College of Applied Art and Technology
CAC	curriculum advisory committee*
CCDA	Canadian Council of Directors of Apprenticeship*
CofA	Certificate of Apprenticeship
CofQ	Certificate of Qualification
DM	Deputy Minister
EARAT	Evaluating Academic Readiness for Apprenticeship Training*
HAT	Heads of Apprenticeship Training (of the colleges)*
HOT	Heads of Technology (of the colleges)
IP	Interprovincial (examination for certification)
LAC	local apprenticeship committee*
LGIC	Lieutenant Governor-in-Council (the Cabinet)
LTB	local training board
MEDU	Ministry of Education
MO	Minister's office
MPP	Member of Provincial Parliament
MTCU	Ministry of Training, Colleges and Universities
OSSD	Ontario Secondary School Diploma
OYAP	Ontario Youth Apprenticeship Program
PA	Parliamentary Assistant (to the Minister)
PAC	Provincial Advisory Committee
PDSU	Program Development and Standards Unit (of the Workplace Support Services Branch of the Ministry of Training, Colleges and Universities)
PLA(R)	prior learning assessment (and recognition)*
TC	training consultant (ministry apprenticeship field staff)
TDA	training delivery agent*
TQAA	Trades Qualification and Apprenticeship Act
WSSB	Workplace Support Services Branch (of the Ministry of Training, Colleges and Universities)

Appendix H. Glossary of Terms

Canadian Council of Directors of Apprenticeship (CCDA)
Comprised of the thirteen provincial and territorial officers responsible for apprenticeship in their respective jurisdictions, the CCDA is mandated to encourage the standardization of provincial/territorial training and certification programs and to improve mobility throughout Canada for skilled workers.

Curriculum Advisory Committee (CAC)
CACs provide a forum for the discussion and exchange of information about curriculum delivery and evaluation topics. Members are appointed by the community colleges. The goal of CACs is to help standardize the interpretation of in-school apprenticeship training in Ontario. They make recommendations to the executive committee of the Heads of Apprenticeship Training (see below) on changes to curriculum content and related matters.

Evaluating Academic Readiness for Apprenticeship Training (EARAT)
EARAT is a counselling tool used to identify trade-specific academic skill requirements in mathematics, science, and communications; assess prior learning of identified skills; describe gaps between current and required skills; and provide a means of acquiring needed skills. It is used by apprentices ready to begin their in-school training, journeyperson applicants, and students participating in the Ontario Youth Apprenticeship Program (see appendix F).

Heads of Apprenticeship Training (HAT)
Every year, each community college designates one person to be the college's official apprenticeship representative. These people sit as a committee to make recommendations on provincial apprenticeship training policies and objectives in areas such as curriculum, methodology, admission requirements, and related academic matters. The HAT executive committee comprises one HAT representative from each of four geographic regions of the province, plus a current and a past chairperson.

Interprovincial Standards "Red Seal" Program
The Red Seal program was established to provide greater mobility across Canada for skilled workers. Through the program, certified journeypersons and apprentices who have completed their training are able to obtain a Red Seal endorsement on their Certificate of Qualification by successfully completing an interprovincial standards examination. Coordinated by the federal government, the program

encourages standardization of provincial and territorial apprenticeship training and certification programs. The Red Seal allows qualified tradespersons to practise their trade in any province or territory in Canada where the trade is designated, without having to write further examinations. To date, forty-four trades are included in the Red Seal Program; Ontario participates in thirty.

Local Apprenticeship Committee (LAC)
LACs are comprised of individuals qualified to advise on matters relating to apprenticeships or trades qualification in a specific area. Throughout Ontario, trade-specific LACs provide advice on local issues. Their duties include advising on local trade and industry concerns, conditions, or trends; promoting apprenticeship/access training in their area; performing pre-screening, testing, and intake functions for new entrants to apprenticeship training programs; and helping prospective apprentices gain entry into their chosen trade.

Local Training Board (LTB)
LTBs bring together representatives from local labour market partner groups to work with federal, provincial, and municipal governments in identifying local training and adjustment needs and preparing local training board area plans. These plans set out how resources, programs, and services will be used to meet local needs while improving the community training and adjustment system.

Prior learning assessment (and recognition) (PLAR)
PLA(R) is a process of identifying, assessing, and recognizing what a person knows and can do. Many apprentices are eligible for credit for their past formal and informal learning. PLA(R) is a method for matching prior learning with the learning required in specific courses or schedules of training. Credit is granted on the basis of a person's knowledge, not just his or her experience.

Training Delivery Agent (TDA)
The in-school portion of a training program is delivered by a TDA, which may be a college of applied arts and technology or a private training agency. Using the provincially approved training standards and curriculum, TDAs develop course materials for their apprenticeship students. To deliver training, TDAs must be approved by the Program Development and Standards Unit of the Ministry of Training, Colleges and Universities.

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